

PROJECT DATA SHEET

Agreement Number
ISN: 39673

ZIMBABWE

613-0220
ADULT LITERACY TEACHER TRAINING AND TEXT PRODUCTION

USAID/HRDO

613

7. ESTIMATED DATE OF COMPLETION (MM/YY)

08/18/83

7. ESTIMATED DATE OF OBLIGATION (Under "B" below, enter 1, 2, 3, or 4)

A. Initial FY 81

B. Quarter 4

C. Final FY 81

8. COSTS (\$000 OR EQUIVALENT UNIT)

FUNDING SOURCE	FIRST FY - 81 -			LIFE OF PROJECT		
	B. FX	C. L/C	D. Total	E. FX	F. L/C	G. Total
		450			450	450
	()	(450)	()	()	(450)	(450)
	()	()	()	()	()	()
TOTALS		450			450	450

9. SCHEDULE OF AID FUNDING (\$000)

C. PRIMARY TECH. CODE	D. OBLIGATIONS TO DATE		E. AMOUNT APPROVED THIS ACTION		F. LIFE OF PROJECT	
	1. Grant	2. Loan	1. Grant	2. Loan	1. Grant	2. Loan
110			450		450	
			450		450	

TECHNICAL CODES (maximum 6 codes of 3 positions each)

110 740

11. SECONDARY PURPOSE CODE

210,260

12. BUSINESS CODES (maximum 7 codes of 4 positions each)

BWV EQTY PART PVON

(maximum 480 characters)

Expand the absolute and relative numbers of functionally literate Zimbabweans, particularly women. The project's target group is 16,000 adults, mainly women, who will become functionally literate during the two years of the project.

14. EVALUATIONS

MM YY MM YY Final MM YY
09 82 01 98 3

15. SOURCE/ORIGIN OF GOODS AND SERVICES

000 941 Local Other (Specify)

16. NATURE OF CHANGE PROPOSED (This is page 1 of a page PP Amendment)

REDSO OFFICIAL FILE COPY

Signature: Roy A. Stacy
Title: USAID/DIRECTOR

Date Signed: 09/24/81

18. DATE DOCUMENT RECEIVED IN AIDV, OR FOR AIDV DOCUMENTS, DATE OF DISTRIBUTION
MM DD YY

ADULT LITERACY TEACHER TRAINING
AND
TEXT PRODUCTION PROJECT
(613-0220)

OPERATIONAL PROGRAM GRANT
TO
ADULT LITERACY ORGANIZATION
OF
ZIMBABWE

1981

UNITED STATES AGENCY FOR INTERNATIONAL DEVELOPMENT

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Operational Program Grant: 613-0220

Total OPG Request: U.S.\$ 450,000

Project Title: Adult Literacy Teacher Training and Text Production

Project Location: Adult Literacy Organization of Zimbabwe

Central Headquarters: Salisbury

Contact Person: Mrs Patricia Dean

Date of Submission to AID: 27 August, 1981

A. PROJECT PURPOSE AND DESCRIPTION

The project aims at expanding the absolute and relative numbers of functionally literate Zimbabweans, particularly women. Literacy does not imply merely the acquisition of the skills of reading, writing, and arithmetic. These skills must help the person be critically conscious of constraints and have confidence, human relations skills, techniques and initiative with which to act to improve his/her quality of life.

The project's target group is 46,000 adults, mainly women, who will become functionally literate during the two years of the project. Social and economic development activities will be undertaken by groups of literacy students who, in some cases, may be joined by other members of the community. Since the development activity will be identified by each group according to their needs and available resources, it is impossible at this stage to specify the exact types. However, it may be assumed that most will be similar to those already undertaken by groups of literacy class students. These include the construction of village sanitation facilities, schools, community meeting halls, and bridges and projects such as small livestock production, market-gardening especially fruit crops, introduction of new farming methods and savings clubs, establishment of input and marketing committees, and production of roofing and other commodities for rural use.

The project provides \$ 450,000 to the Adult Literacy Organization of Zimbabwe (ALoz) to maintain and expand its operations. ALoz primary functions are to train and supervise literacy teachers, develop and provide graded reading materials suitable to adult learners, and facilitate use of skills and knowledge acquired during literacy training. ALoz is registered with USAID/Zimbabwe as an indigenous private voluntary organization.

The project inputs will be provided by AID, local sources which are primarily literacy teacher sponsors and adult students, and other donors, such as Bread for the World, and Christian Aid.

The input over the two years of the project will be :

Personnel Costs (Local)	U.S.\$ 627,347
Training Costs (Local)	123,004

Commodities:

a. 2 vehicles	U.S.\$ 19,600
b. office equipment, furniture	8,358
c. development activities material	14,000

Other Expenditures:

a. book production	22,022
b. transport and subsistence	83,622
c. support services	49,191
d. Incidental	2,233

TOTAL

U.S.\$ 949,377

AID will provide funds to cover an anticipated 47 percent of the total estimated budget, that is \$ 450,000. ALOZ may utilize the Grant within any of the above expense categories, except that no vehicles may be purchased with AID funds. The entire Grant will be denominated in local currency; no off-shore procurement or foreign exchange expenses are anticipated. Except as AID may otherwise agree in writing, the Grant shall not exceed sixty (60) percent of total income and contributions to ALOZ from all sources over the Grant period.

The provision of the above will provide for the training of 250 new sponsored teachers and refresher courses for an additional 250 literacy teachers. Also, 90,000 booklets for adult learners will be published and distributed. At least five new booklets will be developed to meet the learning needs of literacy class participants. The identification of these needs will be part of the overall thrust to improve ALOZ's information systems and to act upon its formative evaluation findings.

While ALOZ has an impressive record of black Zimbabwean participation on its staff, there is need to develop their leadership role in the organization. During the lifetime of the project a black Zimbabwean will receive on-the-job training for directorship of the organization. Also management training will be provided for black Zimbabwean staff.

At the end of the project, the number of functionally literate adults should be increased by 46,000. At least 70 percent of these adults are expected to be women. Furthermore, as a measure of the functional aspect of the education received, it is anticipated that 150 development activities will be undertaken by literacy class groups.

B. PROJECT BACKGROUND

1. Problem Statement:

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In the past the educational system in Zimbabwe was highly segregated and unequal. The majority of the black population lacked access to schools in contrast to universal education for the white population. There were far greater state expenditure on the education of white children in comparison with black school children and a very small number of places in higher education for blacks in contrast to whites. The racial structures in education have had a direct effect on the employment structure of the country. Since independence, changes have been made in the formal educational systems: all schools are now in principle, non-racial and primary schooling is free. However, a large proportion of the population are past the age of directly benefiting from these changes.

In 1976, only about 50 percent of the primary school age black population attended school, and only a small fraction (around 0.005 percent) reached sixth form. With an upsurge in the war, over 4,000 schools were closed. Although by 1979 many of the displaced children were placed in alternative or reopened schools, this accounted for only 14 percent of the displaced school population. H. Dean estimated in 1980 that of the blacks 15 years and older, 40 percent were illiterate and 15 percent were semi-literate, that is, 1,908,000 people were not literate. Illiteracy is particularly high among women who in the past have had less opportunity than men to obtain an education.

The future of Zimbabwe is very dependent on its human resources, and functional literacy will play an important role in affecting social and economic change. An elementary ability to read will allow transmittal of information through newspapers, manuals, and other printed materials which is more cost/efficient than relying on inter-personal communication. Also, higher levels of literacy will open up job opportunities for many blacks.

There is one entity in Zimbabwe whose primary focus is the problem of illiteracy among adults: the Adult Literacy Organization of Zimbabwe (ALOZ). A 1978 evaluation of the organization by the Whitsun Foundation revealed ALOZ to be a well-established, effective operation. It also revealed certain weaknesses, such as inefficient trainers, low literacy teacher trainee, ratios and lack of specialization; subsequently the major shortcomings have been addressed and difficulties resolved. ALOZ's vital role is recognized by the GOZ as exemplified by ALOZ being the only Zimbabwe PVO to participate in the Zimbabwe Conference on Reconstruction and Development (ZIMCORD) and have its program requirements included among the list of projects offered to donors at ZIMCORD.

2. Prior Experience

Brief History:

ALoz is registered as a welfare organization. It has its roots in the Build a Nation Courtsey Campaign of the early 1960's with the assistance of Miss Alice Sanderson, a literacy expert from California, the Adult Literacy Council was formed to start literacy promotion. In 1970 the Council and the Christian Churches Adult Literacy and Christian Literature Agency, known as "Lit - Lit", amalgamated to form the Adult Literacy Organization of Rhodesia and the Organization was registered as a legally constituted welfare organization.

When Zimbabwe gained independence in 1980, the Organization changed its name to the Adult Literacy Organization of Zimbabwe. ALOZ is authorized by the Ministry of Education and Culture to train adult literacy teachers and to approve the establishment of literacy groups, whether under direct supervision or the management of a sponsoring agency.

ALoz's functions are to train adult literacy teachers to develop and publish reading material, to supervise literacy classes and to test literacy students for certificates of competence at three stages. Primers in the two major vernacular languages and supplementary readers in 5 graded levels cover practical subjects for functional literacy in the vernacular and English.

Development of a Training and Supervision System

In the early 1960's the aid of volunteers was enlisted and short teacher training courses were run. The program based on voluntary literacy teachers continued for a number of years with partial success. Follow-up was difficult, contact was sometimes lost, and there was a constant drop out of teachers who moved into salaried positions.

In the early 1970's intensive training for literacy teachers was introduced, and the Organization moved away from training volunteer teachers. Emphasis changed to training those guaranteed of paid employment as literacy teachers, and the Organization directly employed a number of literacy teachers to provide a tuition service where no sponsor had been located and to ensure trainee teachers had practice teaching experience.

In 1978 the Organization's Management Committee resolved to concentrate on teacher training for other agencies. The number of literacy teachers directly employed was reduced and there was a shift in emphasis from apprenticeship-type teacher training to simulation of classroom situations. The ratio of trainee teachers to trainers was increased, a proportion of trainers became travelling supervisors, and the present supervisory service to teachers employed by other agencies was developed.

Development of Publications Function

In the absence of a regular source of graded vernacular study and reading materials suitable for adults learning to read and write, the Organization gradually developed a capacity in this area. A small amount of Christian literature was produced by Lit-lit, during its separate existence.

In the 1970's outside experts assisted the Adult Literacy Organization to write follow-on reading materials. More recently a staff member attended a regional workshop in Zambia for writers of reading materials for adult education. ALOZ currently has a book-production capacity of 25,000 booklets a year.

Rural Project

In the early 1970's the Institute of Adult Education at the local University piloted with the Organization's staff the concept of the "Rural Project." In this project the teaching of adult literacy was integrated with the running of savings clubs. In turn, literacy and savings clubs were used by participants to learn about and finance agricultural and domestic innovations -- such as obtaining fertilizer and good maize seed, raising poultry and growing cash crops. Literacy teachers and project organizers were placed in 8 peasant farming areas around the country. An evaluation of a sample of Rural Project objectives in 1978 indicated some success in effecting socio-economic change in respect to participants (e.g. 1,854 persons had joint ALOZ-initiated savings clubs). Most of the Rural Project staff, who existed side-by-side but separately from ALOZ staff, are in the process of being transferred to the relevant local government bodies, to continue their work on a decentralized basis.

Refugee Project

The war eventually made it difficult for teachers to continue literacy classes. However, the concentration of refugees near Salisbury who required assistance led to expansion of services. The financial support of overseas donor agencies made it possible for ALOZ to approach leaders of the refugee community and ask what they saw as their adult education needs. Their response was to ask for education for themselves and their children, and to ask for help in enabling them to become self-sufficient while they lived under refugee conditions, and when they returned home.

The demand for literacy resulted in the enrolment of more than 200 students, and four teachers started literacy classes. A dressmaking co-operative was established and members of the group learned not only to produce a good standard garment for marketing but how to participate in shared control of the co-operative and its profits. The problem of satisfying the expressed needs of

men in the camp was more difficult as whatever training made available to them should, as they had requested, enable them to earn money both in the refugee camp and when they resumed normal life in the rural areas. With minimal training and equipment, some refugee men learned to make cheap roofing sheets from cement and sisal, and established a co-operative. Some of the men have now established the industry in the rural areas.

The literacy class participants identified kwashiorkor and diarrhoea among children as major problems, and health extension workers were invited to talk to the students. Home hygiene standards improved visibly in the camp as students made it their task to visit all residents and point out the health hazards they were creating. The literacy students also worked together on planting seeds in a communal nursery they constructed. Many then developed good vegetable plots. The educational process begun in the camp to help refugees acquire new skills for self-reliance had the effect of enabling residents to press for several improvements to social conditions.

Urban Nutrition Project

The move to live in town has for many women created problems in feeding their children and protein deficiency is common. Although poverty is a factor in causing malnutrition often the problem is created by ignorance rather than poverty as many women feel that the nutritional value of food is in direct proportion to its costs. At the same time many urban women cling to their traditional role of cultivating gardens on tiny township plots. They usually grow maize and one green-leaf vegetable. In September 1979 ALOZ established an experimental garden on one of the township plots. The scheme combines a deep litter system, using rabbits and poultry, with an intensive approach (fertility trenches) to rotational vegetable growing, and a compost heap.

The unit is now regarded as an educational input for all literacy teacher trainees and is also demonstrated to other development educators. A reader on how to set up and maintain the unit is currently being written, so that literacy students can establish their own gardens, on the principles learned from the experiment.

1. Host Country Activities in Project Areas

In the past, community development programs geared to the promotion of local government were run by the Ministry of Local Government and Housing and the Ministry of Internal Affairs. Training for related skills was provided by the Branch of Community Development (CDP) Training under the Ministry of Education. The Branch of CDP had also developed a scheme where participants in a non-formal education teacher training program were obliged to teach reading to illiterates on a short assignment.

At present the Ministry of Education and Culture is planning, with the help of non-governmental organizations (including ALOZ) and other Ministries, a national adult literacy program. The Ministry of Local Government and Housing has used ALOZ extensively this year to train staff and councillors of the new District Councils to promote literacy, and administer their own literacy programs. ALOZ continues to be asked by Government departments with illiterate field staff to assist in providing literacy programs, and at present the Zimbabwe Prison Service is discussing a joint project with ALOZ to provide literacy for long-term convicts.

The Ministries of Health and Agriculture are heavily involved in extension programs, and ALOZ provides them assistance in the preparation of low-level English and vernacular educational reading material. ZINTEC, an in-service training program for under-qualified primary school teachers, has requested the assistance of ALOZ in the community service component of its course. Planning is currently underway.

In general the non-formal education gap in Zimbabwe has been filled by the non-governmental organizations (NGO's), grouped under the National Council of Social Service. ALOZ works closely with other NGO's such as Girl Guides and the women's clubs, sharing resources and co-ordinating programs where possible.

C. PROJECT ANALYSIS

1. Economic Analysis

The project is an investment in human capital. The ALOZ functional literacy program involves the transfer of knowledge, skills and attitudes to adults as a means to improve their economic and social welfare.

The decision about participating in the ALOZ program rests at two levels - the sponsors and the potential students - and both involve investment decisions. Sponsors incur initial and recurrent expenditures. The initial expenditure varies according to whether the designated literacy teacher is to be trained for 14 weeks or 7 weeks course. Those selected for the latter are persons who have at least Form II schooling, and speak, read and write English. The teacher training costs as of August 1981 are as indicated:

<u>14 Weeks Training</u>	U.S.\$
Training Fee	252.00
Teaching Kit	36.40
Board, Accommodation, Transport	288.40
	<hr/>
TOTAL	U.S.\$ 576.80
	<hr/>

<u>7 Week Training</u>	U.S.\$
Training Fee	126.00
Teaching Kit	36.40
Transport, Accommodation, Transport	144.20
	<hr/>
TOTAL	U.S.\$ 306.60
	<hr/>

Recurrent expenditures are incurred by the sponsor who pays the salary of the literacy teacher. While the salary level is agreed upon between the sponsor and the prospective teacher, ALOZ recommends a U.S.\$140 a month minimum salary for the maximum of 40 hours a week. Furthermore, the costs of supervision are expected to be borne by the sponsor, averaging U.S.\$28 for two days of supervision, including travel cost. Thus, recurrent costs are approximately \$1,708 per annum.

The sponsors' reasons for and advantages from investing in adult literacy vary. The following shows the different types of sponsors.

Categories of Literacy Teacher Sponsors 1981 ^{1/}

Organizational Category	Number of Sponsors
Mines/Industry	51
Church	53
Local/Central Government	52
ALOZ ^{2/}	23
Citizens	34
Farms	9
	<hr/>
TOTAL	222
	<hr/>

^{1/} Excluding the sponsors of 20 new literacy teachers graduated in Bulawayo 8/81

^{2/} 21 of these will be employed by District Councils later in 1981.

In the past churches were the main group of sponsors and their interest centered on their members' ability to read the Bible. Places of employment are increasingly becoming the sponsors of literacy teachers, as they perceive economic and social benefits associated with the program. Most do not incur additional costs in terms of employment time since classes for workers are usually held in the evening, while classes for their spouses and teenage children are often during the daytime.

The individual's decision to participate in functional literacy classes is related to costs and benefits. The individual in most instances is not involved in sponsoring the literacy teachers. However, a financial obligation is incurred in purchasing reading materials (averaging \$4.20 for each stage). The main cost to the individual is the opportunity cost of the time devoted to the program. The Stage 1 literacy course program takes an average of 240 hours spread over approximately 10 months. Those passing Stage 1 or having initially tested as competent may enter Stage 2 courses. The Stage 2 program averages 168 hours during a 28 week period. Those passing this stage and those whose pre-test scores show they are ready for this level may enter into an 80-hour program of approximately 5 months. (See Annex 1 for a description of each stage). That thousands of individuals have invested time in attending adult literacy classes attests to the fact that they anticipate and subsequently receive benefits from the program. The benefits are in the form of reading, writing and arithmetic skills, and increased ability to act upon his/her environment.

Application of knowledge and skills learned at literacy classes effect the economic well-being of the literacy class students and their families. It is impossible, however, at this time to specify the economic benefits which will be derived under the project since the participants will identify the economic activities which they wish to pursue and which are the most feasible given local conditions. In the past, groups have implemented poultry raising, savings clubs, sisal-cement roofs, farming, and handicraft projects. Some of the functional literacy reading materials (see Annex 2 for a list of the publications) for students impart information on livestock raising and agriculture. For those literacy class students who are in wage employment, an economic benefit is expected to be accrued through greater efficiency on the job and the enhanced likelihood for promotion. Furthermore, the literacy classes provide an excellent channel through which extension agents can work.

That both sponsors and adult students regard investment in ALOZ adult literacy program as beneficial is revealed through statistics on participation. The following figures show an upward trend in the number of sponsored teachers trained:

1978	41	
1979	43	
1980	62	
1981	100+	(+ including 49 who graduated in August 1981)

The drop-out rate of teachers and sponsors appears not to be significant. As of May 1981, there were 211 active literacy teachers.

Based on information collected in the first term of 1981, approximately 11,520 adults were enrolled in literacy classes, of whom 66

percent were in Stage 1, 23 percent Stage 2, and 11 percent Stage 3. Only about 10 percent of the initial participants dropped-out of classes.

During the two years of the project 46,000 persons are expected to become functionally literate as a direct result of the project. The total project costs per student will be at a rate of U.S.\$20.64. Other primary beneficiaries will be the 443 literacy teachers under the program and the 47 ALOZ staff members. A further 216,000 people will indirectly benefit from the application of knowledge and skills acquired by members of their family who participate in the functional literacy classes. Thus, the project costs will be at a rate of U.S.\$3.62 per primary and secondary beneficiary.

2. Technical Analysis

Organization and Functions

ALOZ is organized to provide the functions of training and supervising literacy teachers, providing literacy materials and carrying out development activities. Presently for training and supervisory purposes, the country is divided into two regions, north and south, approximately of equal size. Under the project a new office mainly for recruitment and supervision will be established. An organization chart is provided on the following page.

Management and Administration

Policies and objectives for ALOZ are set by the national Directorate and the Management Committee. New methods of achieving ALOZ's purpose are developed, covering publicity, professionalization and optimum use of personnel.

The Director, who reports to the Management Committee via its Chairman, is responsible for the management of the Organization through the process of delegation to and supervision of ALOZ staff. The duties include coordination of the different sections of the organization, arrangements for publicity, and securing of funds. Assisting the Director is an Administrative Officer. His duties include supervising the management, budget and stores control systems, assisting with arrangements of in-service training of staff, controlling transport services, and recruiting and registering literacy teacher trainees.

Sponsor System

ALOZ has opted to train literacy teachers to be employed by other organizations, rather than to employ these teachers itself because:

- a. the number of illiterates is such that by concentrating on training teachers ALOZ can multiply the scope of its outreach to potential students.

- b. ALOZ considers it sound development policy to train teachers, identified by sponsoring groups within communities and organizations, and who thereafter are employed by and remain responsive to these groups.

The generally low per capita income among Black Zimbabweans and the fact that a large percentage of the population are occupied with subsistence activities or low-income wage employment means that local people are not generally available to be voluntary teachers. Accordingly, the sponsorship system where interested groups pay to have their own literacy teachers trained, and then pay their salaries, has developed and operates well on the whole. The usual process is:

- a. people in a community - a mine, a church congregation, a group of town residents or farm workers - express a need for literacy training,
- b. contact is made with ALOZ - usually by a spokesman for a group or an influential person in the wider community, who agrees to become the sponsor,
- c. the group is asked to select a person to be trained as a teacher and to guarantee the teacher a salary,
- d. the prospective teacher, who must have at least a Grade 7 (Standard 6) education, and understand, read and write English, is interviewed by ALOZ and if acceptable to the community and suitable to be a literacy teacher, is accepted for training.
- e. the sponsor is responsible for paying some of the costs incurred in training and is expected to support the adult literacy program in the particular community by encouraging student enrolment, helping with books and paying the teacher's salary.

There are variations, within this approach. Currently local and central government entities are undertaking sponsorship of literacy teachers in order to raise the literacy levels of their employees. It is reasonable to expect that sponsors for 250 new literacy teachers will be forthcoming during the two years of the project.

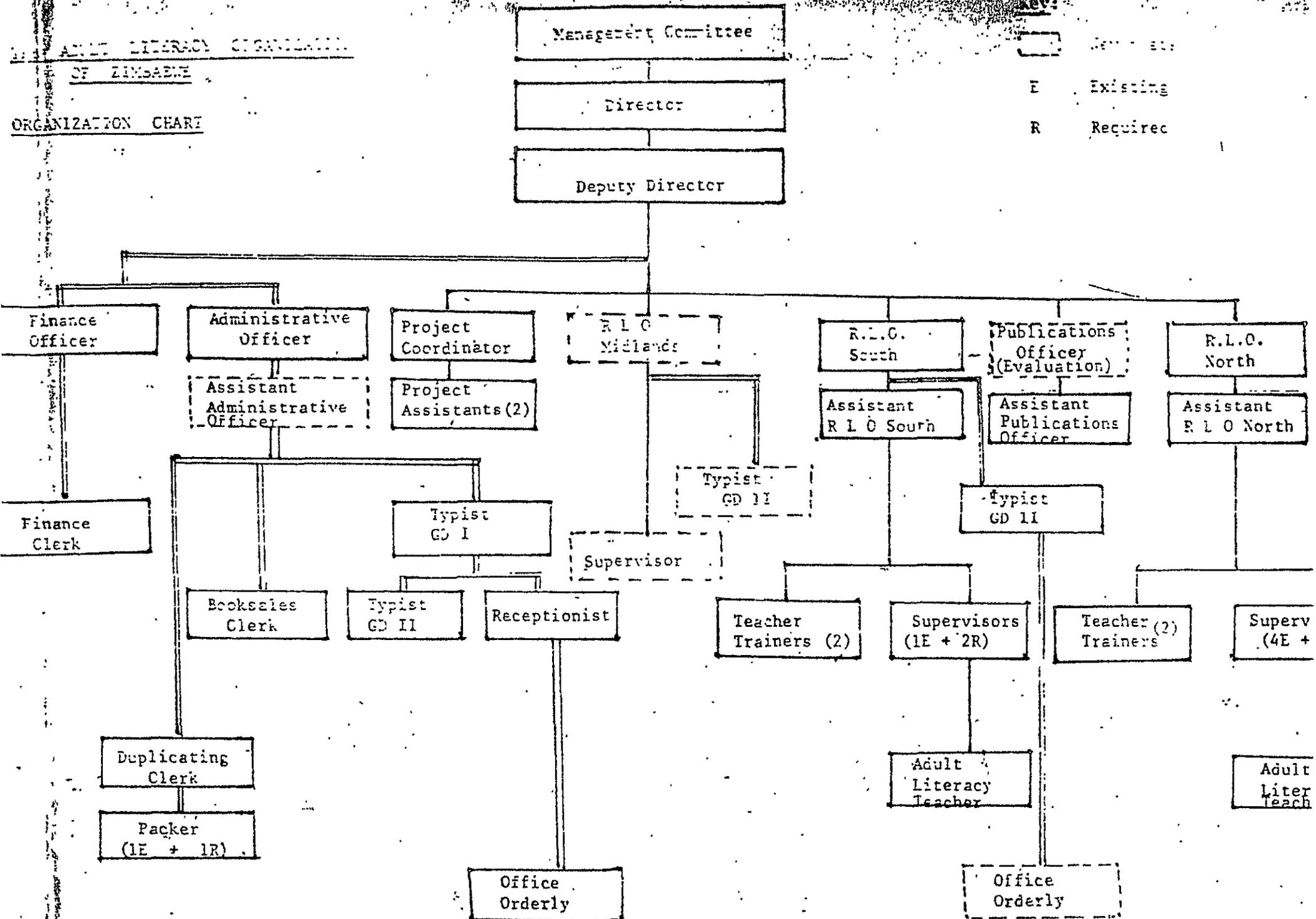
Training of Literacy Teachers

The standard methods of teaching principles and techniques of adult literacy work are used in training teachers, with a heavy emphasis on participatory learning, including role play, discussion and field practicals. Currently, in the 1st week-course one week is devoted to training related to project identification and implementation. While trainees are attending the courses they obtain

ADULT LITERACY ORGANIZATION
OF ZIMBABWE

ORGANIZATION CHART

E Existing
R Required



260 Adult Literacy Teachers are supervised by ALC

practical experience in organizing and operating a savings club through their own participation in such a club. The teacher trainees are taught the full range of their duties: to recruit, enrol and pre-test students, plan teaching timetables, run a literacy center, keep class registers, obtain and distribute reading materials, use adult literacy teaching methods and aids as well as basic education principles, integrate literacy teaching with students' life skills, and follow-up on past students. The trainees are evaluated at the end of the course and, if successful, issued with a certificate or competence.

Teacher training is carried out in Salisbury and Bulawayo, where trainees are taught to teach literacy in one or the other of the two main vernacular languages, and in basic English. Training covers 14 weeks for those who have only primary schooling, and 7 weeks for those who have secondary schooling. The training schedule follows the formal school terms. In one term one 14-week course and two seven week courses are run. In this way, 18 groups can be trained in one year at the two training centers.

During the first year of the project, ALOZ teacher trainers as well as trained literacy teachers will participate in an evaluation of the training program with the aim of identifying areas for improvement and modification. Special attention will be given to project identification and assessment. This will be a follow-on to the evaluation exercise which commenced in August 1981.

Under the project an additional teacher trainer will be recruited. This person will serve as an itinerant teacher for communities where five or more teachers are to be trained. In this way training will be more readily available to communities and other sponsors. This responds to requests which are being made to ALOZ by people in remote areas and by branches of the GOZ. This additional teacher will also provide leave coverage for the other four trainers.

Supervision of Literacy Teachers

The adult literacy teachers trained by ALOZ are employed by different entities. In all cases, literacy work is not the prime function of these agencies, thus they are dependent on the technical expertise of ALOZ to ensure their teachers provide adequate service. ALOZ, in arrangement with sponsors, provides periodic supervision of literacy teachers. The performance of duties is inspected, advice given and a report sent to the employing agency. When students are considered to have reached certain standards of literacy, ALOZ supervisors administer an evaluation of performance. In the past sponsors were required to cover the cost of transport, meals and lodging of the supervisors plus pay \$7 a day. This has led to problems since some sponsors are unable or unwilling to meet this charge. Under the project ALOZ will maintain flexibility in regard to cost of supervision, and where necessary the organization will cover these.

Currently the ratio of supervisors to literacy teachers is 1:42. During the first year of the project five new supervisors will be hired and another five hired a second year. Thus, the ratio will be about 1:26 for the first year and 1:25 for the second year. This expansion in permanent staff is required as ALOZ increases its output of trained literacy teachers.

Currently there are 259 trained literacy teachers who serve approximately 14,245 students. The following table projects the number of literacy teachers ALOZ will serve during the lifetime of the project.

Trained Literacy Teachers: 1981/82 - 1982/83

	<u>12/81</u>	<u>4/82</u>	<u>8/82</u>
New	45	-	55
Existing	259	295	286
-5% drop-out	9	9	-10
	<u>295</u>	<u>304</u>	<u>331</u>
	<u>12/82</u>	<u>4/83</u>	<u>8/83</u>
New	50	50	50
Existing	331	370	407
4% drop-out	-11	-13	-14
	<u>370</u>	<u>407</u>	<u>443</u>

Newly trained : 1981/82 100
 1982/83 150

Each literacy teacher averages 55 students.

Publications

As part of its program of support, ALCZ publishes a range of teaching materials and follow-on reading materials for students. Primers in the two main vernacular languages and a Teachers' Journal are produced in addition to graded reading materials on a wide range of subjects. The subject matter of the latter is identified by consultation with students and with other national development agencies such as the Zimbabwean Ministry of Health. Booklets are written by the ALOZ staff, reproduced by a cyclostyling process and assembled manually. The cost of these booklets is subsidised and they are sold to literacy students at about one third of their cost. Distribution is nation-wide, utilizing a mail order system. Annex 2 contains a

list of the booklets which are available to students,

During the lifetime of the project an assessment will be made to identify students' learning needs and new reading materials will be developed which respond to the findings. A new post will be established - Evaluation/Publications Officer - to cover these responsibilities. The Officer will also be responsible for establishing and maintaining linkages with other organizations to provide guidance on technical information related to the subject matter of the publications developed.

Development Activities

ALQZ trained teachers are encouraged to help their students comment on problems they experience in their daily lives. The students discuss these problems, sometimes with the help of pictures, or talks from other development agencies. Students who have identified common problems often group to form an action committee or a cash-producing group. Many development activities have occurred through such groupings. These have provided ALQZ experience from which to expand its facilitator role, and to feed-back into the teacher training program. An estimated 150 development activities are expected to be implemented under the project. This figure is based on the anticipated number of literacy teachers under the project, but excluding the last group trained. About one-third of the teachers are expected to have students who undertake a group development activity.

Under the project, a Project Team financed by Bread for the World, will be responsible for providing technical guidance, establishing linkages with relevant agencies, and assisting in procurement of materials. ALQZ will have a project activity fund, similarly financed, to assist groups to undertake development activities. The criteria for use of the fund includes:

- a. the group must consist of at least twelve persons,
- b. the group must contribute at least 35 percent of the cost (in money or labour),
- c. the maximum amount to be obtained by any group for a single activity be \$500 and
- d. the request for funding must be approved by the Deputy Director and Director.

3. Social Analysis

Socio-cultural Feasibility

The population of Zimbabwe is estimated to be about 7.3 million people. About 96 percent of the population is black, and more than 55 percent is under 15 years old. Of the black population 62 percent live in rural areas on communal lands and purchase farms, 23 percent

In urban areas and about 15 percent on large commercial European farms. (V. Tickner, The Food Problem, Mambo Press, 1979). During the war more than a million people fled from their homes in rural areas. Some 250,000 became refugees in neighboring countries, about 400,000 settled in towns in Zimbabwe, and 750,000 were forced into "protected villages" or relocated elsewhere in rural areas. Since peace was achieved, work has begun on resettling the rural population and on finding meaningful places for ex-guerillas.

The changes already initiated since the war and those anticipated in the GOZ's program for rehabilitation, resettlement and structural transformation have lead to a great demand for literacy training. The demand is particularly high among women.

A much larger percent of adult women than men are illiterate since in the past females were deprived by custom which gave preference to educating males. This disparity is an important factor hindering women's employment opportunities.

Available statistics do not produce a clear picture of the actual employment of women and of the role they play in the national economy, since the statistics are based on the formal employment sector. They exclude the women who work on the land in the communal lands areas, women who operate within the informal sector, engaged in trading and various other services, and those who provide specialized service within the family to enable others to enter wage employment. Statistics on the formal sector for 1978 showed 132,339 women employed, of whom 64 percent were in wage, earning employment on European-owned farms, 16 percent in domestic service and 5 percent in education.

In late 1970 a study of women was undertaken focussing on an urban industrial site near Salisbury and an agricultural estate. This study revealed that about 40 percent of the women were solely responsible for supporting themselves and their children. The earnings of the others were critical to meeting the basic needs of their families. Rural households are integrated into the market economy. A significant percent of the women in the communal land areas engage in petty trade in addition to farming. Remittances from family members play a major role in helping to maintain rural households. About 70 percent of all black households are dependent on income from employment as a main source of family income. This complex household economic pattern and integration in the market economy underscore the socio-cultural feasibility of the proposed project.

The former lack of access to formal education and the felt need for literacy among adults, as well as the emphasis placed on adult education by the GOZ makes ALOZ an important service organization helping to meet a basic, felt need. The reasons for wanting to be functionally literate vary: to obtain or hold a job; to manage and survive in peri-urban and urban environments; to more easily communicate with others; and to carry out daily transactions.

The following case study describes the motivations of one of the literacy students:

Mr. Sakala is a stage three adult literacy student. He worked for a mining company as an assistant electrician. When he was promoted to electrician it became difficult for him because he was expected to communicate in English with the Chief Engineer and to read work instructions. When Mr. Sakala was transferred to another company, he was demoted to a general labourer because he was not literate. Eventually the company began literacy classes and Mr. Sakala joined. Due to his functional literacy skills, he has become a leader in various community groups, and he has been promoted into a better job.

The ALOZ literacy program is carried out in two indigenous languages - Shona and Ndebele - which account for approximately 80 percent of the population. The materials in the Stage 1 course include booklets on boiling water, nutrition, child care, savings clubs and raising chickens. Stage 2 booklets include readings on topics for men in industry and mines as well as on ploughing, crop rotation, health and livestock. Booklets at Stage 3 cover grain harvesting and storage, first aid, farm accounts, and budgeting. Thus, as one learns to read practical information is imparted.

During the lifetime of the project, ALOZ will undertake to improve its information system. Part of this effort will include evaluation of literacy materials and identification of learners' informational needs. Also, more emphasis will be placed on materials to facilitate greater awareness of one's environment and group action to resolve problems.

Beneficiaries and Project Impact

The Project's primary beneficiaries will be literacy class students. It is anticipated that during the lifetime of the project 46,000 people will become functionally literate. Based on the current sex ratio of females compared to males attending classes, 70 percent of the adult learners are expected to be women. Literacy class participants will benefit through learning to read and write their own language, and to be functionally skilled in numeracy. A small proportion will become functionally literate in English. Approximately 8,000 of the adult learners will be active in development activities such as savings clubs, poultry projects and preventive health efforts, which will be identified and initiated by them. In some cases, members of the community who do not attend literacy classes are expected to participate in the activity. The acquisition of skills and knowledge by literacy class students will have a positive, indirect impact upon their family members. Thus, an additional 216,000 persons will benefit indirectly from the project.

The project is expected to affect positively the nation at large. The literacy groups can serve as viable channels through which extension efforts like primary health care and agriculture can be delivered. An increased literate population will ease the burden of transferring development-related knowledge and skills.

The project's other primary beneficiaries will be the literacy teachers trained and supervised under the project. Presently, there are 259 literacy teachers, 74 percent of whom are female. An additional 250 literacy teachers are expected to be trained during the lifetime of the project. Approximately 185 of these new teachers are anticipated to be female. Thus, the project will generate further employment of women.

4. Project Relationship to other Considerations

The project will have a direct, positive impact upon a large number of people who constitute the poor majority of Zimbabwe. A number of these persons will actively participate in the project as adult literacy class students. About half of these participants are expected to be low-level wage employees or members of their families. Most of the others will be persons who operate in the informal sector in rural and urban areas. Through their participation they will obtain information about health and sanitation, agriculture and other subjects: information which they presently do not receive through other services. Also some funds will be available for them to implement development-related activities.

In developing publications, ALOZ has consulted with appropriate government and university specialists. These linkages will be maintained and expanded under the project. The project has the potential to spread to large numbers of people over an extended period of time in that suitable teaching materials and methods have been identified and developed, and graded reading materials for adults focussing on development-related topics will continue to be produced. The experience of ALOZ in training literacy teachers and providing literacy materials has made it an important member, particularly in the sub-committee on adult literacy, of the recently organized GOZ committee on non-formal education. The GOZ is currently analyzing strategies by which larger numbers of adults can receive literacy training. It is expected that the experience of ALOZ in the past and under the project will contribute to any mass effort.

The ALOZ program already contains a significant contribution of local resources. Sponsoring agencies and to a lesser extent the students themselves provide funds. With the GOZ's aim, as set out in the "Growth with Equity: An Economic Policy Statement" in February 1981, to encourage adult education in places of work, it is anticipated that many more employers will sponsor adult literacy teachers for their workers.

By the end of the project, a critical two-year period in terms of Zimbabwe's program for adult education services, there are three very plausible scenarios: the GOZ will absorb ALOZ into its non-formal education unit; the GOZ will provide grants to ALOZ; or ALOZ will secure other donor financing to continue its program. Currently ALOZ is discussing with the GOZ the possibility of obtaining annual grants from the government. In this way ALOZ could be assured of more local financial support while at the same time maintaining its position of flexibility to meet unanticipated needs of the local population. Furthermore, ALOZ would be able to retain its staff, most of whom have served the organization for several years and in the process increased their skill base. There is concern that if ALOZ is absorbed by GOZ some of the staff would be lost.

In February 1981, the GOZ issued a policy statement which included the following: "Government aims at sponsoring well-planned programs of adult education. Not only must these programs be closely related to the economic development program of the country, but they must also relate to the work and experience of adult students. Adult education must not be seen as peripheral to the working life and experience of the individual, but rather as a vehicle for making a better adjusted and more effective worker. In this connection every firm and every factory should become a place for work and learning."

"Social authorities and agricultural and industrial establishments will be expected to cooperate by providing adult education facilities for their work force."

This statement can be interpreted to mean that the GOZ will continue to support the efforts of ALOZ, although the nature and form of this support are unclear at this time. It does, however, signify greater generation of local resources, directed towards functional adult literacy activities.

D. PROJECT DESIGN AND IMPLEMENTATION

1. Implementation Plan

Implementation Arrangements

The project will be carried out as a direct grant to the Adult Literacy Organization of Zimbabwe. No subgrants or contracts with outside organizations will be made. ALOZ, however, will employ additional staff. Job descriptions for the new posts will be drawn-up by the Deputy Director and submitted to the Director for approval. For these, personnel specifications will be developed. The posts will be advertised in the national press and within ALOZ. A short

list of the best applicants will be drawn up, and interviews carried out by the Director, Deputy Director and the Head of the relevant Departments. The selected candidate in each case will be shown the ALOZ conditions of service and offered a salary according to the budget. On acceptance each new staff member is placed on three months' probation.

Use of Commodities

The vehicles asked for are a landrover, which will be used by the Project's Team to travel into the rural areas, and a small car to be used by the Regional Literacy Officer in Bulawayo. At present the Bulawayo office has no vehicle, which is a severe limitation on literacy promotion in the province. These vehicles will not be purchased with AID funds.

The new duplicator will be used by the Duplicating Clerk in the Publication Office in the ALOZ headquarters. It will replace the existing machine which now needs frequent repair and reproduces stencils poorly. Office furniture will be purchased for the new Regional Literacy Officer, Midlands Office, and additional storage units are required in Head Office to store audio-visual equipment and program records. Classroom furniture will be used in the training sections in Salisbury and Bulawayo to accommodate the increase in the number of trainee teachers. The new typewriter will be used in the Bulawayo office to produce Ndebele reading material. It replaces the existing model which will be placed in the new office in the Midlands Province.

Management of Resources

ALoz employs a Finance Officer and a Book-keeper. This section is responsible for: preparation of the Annual Statement of Accounts and Balance Sheets, maintenance of leases and insurance etc., preparation of monthly trial balance sheets, presentation of a monthly and quarterly record of income and expenditure, the maintenance of accurate income and expenditure records, the issuance of invoices (with the exception of book invoices); and the receipting of payments.

ALoz's Treasurer, Mr. K. Chibota, who is a member of the Management Committee, assists in overseeing the work of the finance section, and he reports regularly to the Management Committee on income and expenditure. Mr. Chibota has a Bachelor of Accountancy degree and is an Articled Clerk to become Public Accountant. He sits for his final examinations in September 1981.

ALoz's annual statements are audited by Alexander Katz BA FCIS, a local income tax consultant and chartered secretary. The audit

is required for continued registration under the Welfare Organization Act. Alexander Katz BA FCIS has issued a clean opinion (taken no exceptions to the statements as presented) for each of the past three years for which statements were reviewed. Over the past four years, ALOZ has maintained a slight surplus of revenue over expenditures in all but one year. In 1979 it ran a small deficit of under U.S.\$2,254. Current assets have always exceeded the total of current liabilities. It is assumed that ALOZ will continue to draw support from its various donor organizations. ALOZ in 1980 received donations and grants from a variety of sources. These included Lutheran Church of Sweden, Misereor of Germany, Laubach Literacy International, Intermedia, Methodist Conference of the United Kingdom, Evangelical Church of West Germany Christian Care, American Religious Society of Friends, and numerous contributions from local people and groups. For the year ending September 30, 1981, ALOZ estimates that it will have received U.S.\$ 256,130 in revenue. It has received U.S.\$113,848 for the fiscal year beginning October, 1981.

Disbursement and Procurement Procedures and Related Controls

Upon written request, AID will provide ALOZ an advance to cover expenditures for a 60-day period. Thereafter, ALOZ will submit a monthly statement of expenditures and of estimated disbursements for the forthcoming 60-day period. USAID/Zimbabwe will have pre-positioned checks to disburse to ALOZ upon receipt and approval of its monthly statements. ALOZ will maintain a separate checking account for AID funds.

Petty Cash

- a. Before any money can be given out, the head of department must approve the expenditures and make a request for the money to the Accounts Department.
- b. A voucher is made for the amount required and approved by the Finance Officer.
- c. The recipient signs the voucher and brings back a receipt.
- d. At the end of each month a summary of expenses is prepared and given to the Director and the Honorary Treasurer for scrutiny.

Purchase and Payment of Bills

- a. Purchases of all Departments are the responsibility of the Administrative Officer who before making any orders ensures that purchases are acquired from suppliers who have the lowest possible prices.

- b. Departments make their requests for materials and stationery to the Administrative Officer. He in turn instructs the Booksales Clerk to make an order and to have it approved by the Finance Officer before it is sent to the suppliers.
- c. Goods are delivered accompanied by a delivery note or invoice bearing the ALOZ order number.
- d. At the end of the month a supplier sends a statement. This is attached to the invoices and checked against all orders made.
- e. Payment is then approved by Finance Officer and a cheque is sent to the supplier.* All purchases are on credit and strictly 30 days. The control of Stock and Production Stationery in the Production Department is done by the Administrative Officer in conjunction, where necessary, with the Finance Officer.

Moveable Assets

A record is kept by the Administrative Officer of all moveable assets. The list is checked annually against stock before the preparation of the Annual Accounts.

* There are five cheque signatories, three Management Committee members including the Treasurer and two employees - Finance Officer and Director. The Bank is instructed that one of the signatures required on each cheque must be either Finance Officer or Treasurer.

Implementation Schedule

<u>Date</u>	<u>Action</u>	<u>Action By:</u>
9/9/81	1st set literacy teacher training courses begin	ALOZ
9/29/81	Grant Agreement signed	ALOZ-USAID
9/30/81	Request for advancement of funds	ALOZ
10/5/81	Request for advance forwarded	USAID
11/1/81	Job descriptions for new posts approved by Director	ALOZ
11/15/81	USAID advance received by ALOZ	USAID
12/15/81	1st set training completed	ALOZ
1/1/82	New posts filled	ALOZ
5/1/82	New supervisors and trainer trained New information system developed New duplicator purchased Teacher training syllabus & techniques reviewed Baseline study starts	ALOZ
5/82	2nd set of literacy teacher training courses begins	ALOZ
	Project team starts operation	ALOZ
8/82	Baseline study report completed	ALOZ
	2nd set of literacy teacher training courses completed	ALOZ
	Refresher course: retraining of original teachers	ALOZ
9/82	3rd set of literacy teacher training courses begin	ALOZ
	Project formative evaluation conducted	ALOZ-USAID
	2 new booklets developed and printed	ALOZ
	Posts for new supervisors advertised	ALOZ

Implementation Schedule (Cont'd)

<u>Date</u>	<u>Action</u>	<u>Action By:</u>
10/82	Project formative evaluation report submitted to USAID	ALOZ
11/82	New supervisors trained	ALOZ
12/82	3rd set of literacy teacher training courses completed	ALOZ
1/83	Refresher courses	ALOZ
	4th set of literacy teacher training courses begin	ALOZ
2/83	3 new booklets developed and printed	ALOZ
4/83	4th set of literacy teacher training course completed	ALOZ
5/83	5th set of teacher training courses begins	ALOZ
8/83	5th set of literacy teacher training courses completed	ALOZ
	Project summative evaluation beginning	ALOZ-USAID
9/83	Project summative evaluation report submitted to USAID	ALOZ

Monitoring

ALOZ will submit quarterly to USAID/Zimbabwe three copies of a progress report. The reports will be submitted within sixty days of the completion of each quarter. Each such report should include an assessment of progress in terms of stated actions in the above implementation schedule and the logical framework matrix, problems encountered to date, and a statement of actions planned for the coming quarterly period.

2. Measurement and Evaluation of Project Accomplishment

The Logical Framework Matrix on the following pages sets out the targets and measurable indicators of project achievement. One of the project outputs will be an improved informational system. As part of this effort, baseline information will be gathered from which to measure an improvement in the economic and social well-being of those who benefit from the work of literacy

teachers. Also data will be obtained on the information and skills desired by potential literacy class participants. Development of the informational system will be the responsibility of the Evaluation/Publications Officer and the ALOZ Director in consultation with the REDSO/EA Social Science Analyst.

At the end of the first year of the project, ALOZ together with an AID participant and a member of the GOZ or University of Zimbabwe will conduct a formative evaluation. At the end of the project an independent, in-depth summative evaluation will be carried out. The exact timing and the scope of work of the evaluation teams will be developed jointly by USAID/Zimbabwe and ALOZ. Persons proposed for the evaluation teams will need the approval of both ALOZ and USAID/Zimbabwe. These evaluations will provide both parties with findings and recommendations concerning funding, achievement of outputs, purpose and objectives, and unanticipated factors affecting the project.

LOGICAL FRAMEWORK MATRIX

Narrative Summary

Objectively Verifiable Indicators

Means of Verification

Assumptions

Goal

Improve the economic and social well-being of the poor in Zimbabwe

Improvement in the standard of living among communities who benefit from the work of trained literacy teachers

Baseline Study
Literacy teacher reports
Project evaluation

Purpose

Expand the absolute and relative numbers of functionally literate adults, particularly women

1. a. Number of functionally literate adults increased by 46,000.
- b. At least 70 percent of the above are women
2. 150 development activities initiated groups

Supervisors' reports
Project evaluations

- Continued desire of adults for functional literacy
- Continued sponsorship of literacy teachers
- Funds available to undertake development activities

OUTPUTS

1. Training of new literacy teachers
2. Refresher courses for literacy teachers
3. Increase in Publication of literacy materials
4. Promotion of black Zimbabwean leadership
5. Improved information system

1. 250 new sponsored teachers trained
2. 250 teachers attend refresher courses
3. a. development of 5 new publications
- b. printing of 90,000 booklets
4. a. Black Zimbabwean appointed as Director
- b. Management training for black Zimbabwean staff
5. a. Current reporting system revised

enrolment registers

Publication department

Project evaluations

- Sponsors will be forthcoming
- Evaluation/Publications Officer hired

LOGICAL FRAMEWORK MATRIX (Cont'd)

<u>Narrative Summary</u>	<u>Objectively Verifiable Indicators</u>	<u>Means of Verification</u>	<u>Assumptions</u>
<u>OUTPUTS</u>			
	5. b. System established for identifying learning needs and benefits from literacy training		
	c. periodic evaluations		
<u>INPUTS</u>			
1. Personnel Costs: Local Personnel	1. \$627,347 for salaries cover 89 person-months	* ALOZ Project Quarterly Financial Statements	Timely receipt of funds from donors and sponsors
2. Training Costs. Local Personnel	2. a. \$109,004 for training 250 new literacy teachers	* ALOZ Annual Balance Sheet Accounts	
3. Commodity Costs. Locally Procured	b. \$14,000 for refresher course for 250 literacy teachers	* Audit	
4. Other Costs:	3. a. 2 vehicles \$19,600		
a. Book Production	b. office equipment and furniture \$8,358		
b. Transport and Subsistence	c. development activities' materials \$14,000		
c. Support Services	4. a. Book Production \$22,022		
d. Incidental Expenses	b. Transport and Subsistence for staff \$83,622		
	c. Support Services \$49,191		
	d. Incidental Expenses \$2,233		

E. FINANCIAL PLAN

The following pages show ALOZ's project budget according to an itemized estimation of expenditure. To date, \$113,848 has been received from other donors for 1981/82 and additional funds are anticipated to be forthcoming. The donors are: Bread for the World, P.A.C.T., Christian Aid, J.A.C.L.O., Laubach Foundation, and Intermedia. Except for the first two, funds are also expected from these sources for 1982/83. ALOZ has been holding discussions with the Swedish International Development Association and the British Overseas Development Administration, and ALOZ will most likely obtain funds from these sources for 1982/83.

Approximately 23 percent of ALOZ's budget will be from local sources. Most of these sources will be sponsors of adult literacy teachers who pay training costs: course fees, and course transport, board and accommodation. Also the sponsors pay the costs of supervision of literacy teachers. Booksales to students and sale of the Teachers Journal also generate income.

ADULT LITERACY ORGANIZATION OF ZIMBABWE
ESTIMATED BUDGET 1981/82-1982/83 U.S.\$

1. Personnel Post	exist- ing	Requir- ed	Salary each P.A.	1981/82	2.5% Increase	1982/83
<u>Directorate</u>						
Director	1		16,800	16,800	420	17,220
Deputy Director	1		12,600	12,600	315	12,915
Evaluation/Publications Officer		1	9,800	9,800	245	10,045
Assist. Publications Officer	1		6,720	6,720	168	6,888
<u>Finance</u>						
Finance Officer	1		10,080	10,080	252	10,332
Finance Clerk	1		6,216	6,216	155	6,371
<u>Administration</u>						
Administrative Officer	1		10,080	10,080	252	10,332
Assist. Admin. Officer		1	6,720	6,720	168	6,888
Typist Grade 1	1		6,720	6,720	168	6,888
Typist Grade II	2	1	5,376	16,128	403	16,531
Receptionist	1		4,200	4,200	105	4,305
Booksales Clerk	1		4,200	4,200	105	4,305
Office Messenger	1	1	2,856	5,712	143	5,855
<u>Printing</u>						
Duplicating Clerk	1		3,192	3,192	80	3,272
Packer	2		3,192	6,384	160	6,544
<u>Regional Literacy Offices</u>						
Regional Literacy Officer	2	1	8,400	25,200	630	25,830
Assist. Regional Lit. Officer	2		6,720	13,440	336	13,776
Supervisors	6	10*	5,040	55,440	1,286	82,026
Teacher Trainers	4	1	5,040	25,200	630	25,830
Literacy Teachers	2		3,360	6,720	168	6,888
<u>Projects</u>						
Project Leader	1		7,560	7,560	189	7,749
Projects Assistant	2		5,040	10,080	252	10,332
	31	16		269,192	6,730	301,122
10% for Medical Aid and Pension Fund				26,192	673	30,113

* (5 year 1 and 5 year 2)

	1981/82	Subtotal	1982/83	Subtotal
Training Costs				
Literacy Teacher Trainees (training costs, transport, boards, accommodation)	44,716		64,288	
Refresher Courses (transport board and accommodation)	<u>7,000</u>	<u>51,716</u>	<u>7,000</u>	<u>71,288</u>
Commodity Costs				
Vehicles Purchase (2)	19,600			
Development Activities Materials (Development Fund)	7,000			
Duplicating machine	1,400			
Calculators	1,400			
Office furniture	1,400			
Classroom furniture	1,400			
Writing cabinets (4)	627			
Storage cupboards (2)	504			
Insurance	462	<u>33,835</u>	<u>1,120</u>	<u>8,120</u>
Other Expenditures				
a. Book Production				
Production Stationery	5,500		6,300	
Teachers Kits	3,080		3,500	
Art Work	280		420	
Ink, etc.	1,120		1,260	
	210	<u>10,290</u>	<u>252</u>	<u>11,732</u>
b. Transport & Subsistence				
Transport (including licences, insurance, petrol, tyres and basic repairs)	27,507		32,200	
Meals and accommodation	<u>11,315</u>	<u>33,822</u>	<u>12,600</u>	<u>44,800</u>
c. Support Services				
Rents	15,960		16,758	
Posts and Telecommunications	3,335		3,500	
Maintenance of Office Equip.	517		560	
Office Stationery	3,199		3,479	
Miscellaneous (typewriter ribbons, adding machine rolls, clips, etc.)	931	<u>23,942</u>	<u>952</u>	<u>25,241</u>
d. Incidental Expenses				
Staff Courses	959		980	
Books and Periodicals	147	<u>1,106</u>	<u>147</u>	<u>1,127</u>
GRAND TOTAL		<u><u>455,826</u></u>		<u><u>493,551</u></u>

E. CONDITIONS

Precedent to the disbursement of funds, ALOZ will submit to USAID/Zimbabwe sample signatures of individuals who will sign and certify financial reports.

G. STATUTORY CONSIDERATIONS

All statutory considerations have been taken into account. Cost estimates are deemed to be reasonably firm and planning sufficiently complete to meet requirements of Section 611 of the Foreign Assistance Act of 1961, as Amended.

H. ENVIRONMENTAL CONSIDERATIONS

This OPG does not involve construction or other activities that could have some effect on the natural or physical environment concerning which AID has or should have knowledge of or control over either prior to approval or during implementation. The focus of the Project is adult literacy training and the inputs funded by AID entail training, personnel, commodities and other costs not directly related to construction. Accordingly, this Project is categorically excluded from AID's environmental regulations under Section 216.3 (b) of Regulation 16.

GENERAL OBJECTIVES

AND

LEARNING OBJECTIVES

FOR THE THREE LITERACY STAGES IN THE
LITERACY PROGRAMME

General objectives for adult literacy programmes

The adult literacy teacher is encouraged to create a sympathetic learning environment in which adult literacy students are helped to improve their standard of living and the quality of life by

- a) enabling them to consider family and local problems, sharing common experience
- b) helping them to discover local resources (extension workers, local government bodies, local community leaders) to help solve problems
- c) encouraging them to see themselves as resources, both individually and in the process of group co-operation, and encouraging them to join community action bodies
- d) assisting them to establish cash projects
- e) equipping them with the necessary literacy and numeracy skills they need for full participation in family, community and citizenship activities.

A.

Stage 1 Literacy Level

Duration

240 hours (average). This programme would therefore take approximately 10 months if students attend 3 two-hour sessions a week for 40 weeks.

Objectives

Students tested for the Stage 1 certificate should be able to:-

- (1) read aloud fluently passages from Group 2 vernacular reading material. (see Appendix A)
- (2) answer questions on specific passages from Group 2 reading material
- (3) write a short letter using paragraphs.
- (4) address an envelope.
- (5) write a short arithmetic test (addition and subtraction of numbers under 1000).
- (6) identify the correct time from a clock replica (hours, halves and quarters).

to the standards required by ALOZ.

At the end of Stage I students are literate in the vernacular languages.

A.

Stage 2 Literacy Level

Duration:

168 hours (average).

This programme would therefore take approximately 7 months if students attend 3 two-hour sessions a week for 28 weeks.

Objectives:

Students tested for Stage 2 certificate should be able to:-

- (1) read aloud fluently from Group 4 vernacular material. (see Appendix A)
- (2) read aloud from English Supplement Book 2, (see Appendix A)
- (3) answer questions on the tested reading material, to show his/her understanding of the information it contains.
- (4) carry out a simple conversation in English using grammar and vocabulary learned in the Oral English lessons 1 - 12.
- (5) write a vernacular letter in cursive writing (in a classroom situation). Letter must show proper use of paragraphs, address, full stops, commas, capital letters, question marks, signatures, correct layout and neatness.
- (6) work arithmetic sums based on the level of the work covered in Arithmetic Book 2.
- (7) tell time in hours and minutes.

C.

Stage 3 Literacy Level

Duration

80 hours (average).

This programme would therefore take approximately 5 months if students attend 2 two-hour sessions a week for 20 weeks.

Objectives:

Students tested for Stage 3 Certificate should be able to:-

- (1) read aloud fluently from Group 5 vernacular reading material (See Appendix A)
- (2) give written (vernacular) answers to comprehension questions on the Group 5 material.
- (3) read aloud fluently from English material covered in English Book 4. (See Appendix A).
- (4) answer comprehension questions on a chosen English passage.
- (5) speak English fluently in a specific role play situation (e.g. clinic, post office)
- (6) write two paragraphs in English on a specific topic, showing accurate grammar, spelling and a good vocabulary.
- (7) answer arithmetic problems involving money, time, fractions, and measurements of length.

ALUZ READING MATERIAL

N.B. Books marked * are printed in English

Group I all others are available in Shona and in Ndebele

Prima

Copy No. 1 - facsimile of newspaper, students' writings.
 Stories of Jesus Book 1.
 Copy No. 2.
 Functional Literacy topics II, grouped into Looklet.

Boiling water
 The village that became healthy
 Baby Care
 Nutrition
 Savings Club
 Raising Chickens

Arithmetic Text Book, I

Group II

Preventing disease and accidents
 Copy Nos 3, 4 & 6 - for men in industry and mines.
 Functional Literacy topics III

Ploughing
 Bilharzia
 Green mealie meal bread
 Crop rotation

Handicraft in the Backyard
 Dental Care
 Arithmetic Book 1, II.

Functional Literacy topics IV

Dehorning livestock
 Responsibility of being a parent
 Washing clothes
 Malaria
 Attending a clinic

Learning does not end (a story about a family)
 First Aid & protection
 Copy No 5
 The Path to Health
 Take Care of Your Money
 Manager of Health
 The Creation (Genesis)
 Stories of Jesus Book II
 Arithmetic Book III

English Supplement Books 1, 2,
 Arithmetic Text Book II

Stage III

Functional Literacy Topics

Soil erosion
Grain harvesting & storage
First Aid Box
Teaching children good habits
Keeping livestock

Life & Teachings of Jesus
Glorias of Jesus Book III
Farm Accounts Work Book
Family Budgetting Work Book
English Supplements Books 3 & 4
Man at Work
English for Adults Book II, III.



ZIMBABWE

MINISTRY OF ECONOMIC PLANNING AND DEVELOPMENT

Hilton Building,
Samora Machel Avenue,
Salisbury.

28th September, 1981

Mr. Roy Stacy,
Director, USAID
P.O. Box HQ B1,
HIGHLANDS,
SALISBURY

Dear Mr. Stacy,

This letter is in response to yours dated September 22, 1981 and addressed to Mr. Karuneri of our Ministry, in which you propose to sponsor adult literacy programs in Zimbabwe.

It is indeed gratifying to note that your Government has decided to give a grant of \$450 000 over and above the ZIMCORD pledges, for so worthy a cause as adult literacy. We would hope that such support of non-governmental organizations will continue.

Yours sincerely,

T. B. MSWARA
SECRETARY FOR ECONOMIC PLANNING AND DEVELOPMENT

/OM

DATE: SEP 29 1981

	ACTION	THRU
b-	<input checked="" type="checkbox"/>	
CPD	<input checked="" type="checkbox"/>	
HAW	<input type="checkbox"/>	
AGN	<input type="checkbox"/>	
CONF	<input type="checkbox"/>	
ADM	<input type="checkbox"/>	
CHRON	<input type="checkbox"/>	
OP	<input type="checkbox"/>	

DATE: (07/8)
ACTION TAKEN: Copies made to attach to 613-0220 PP